DOCUMENT RESUME

ED 032 052 JC 690 313

By-Traicoff, George
Obtaining Financial Support for Community Services Programs.
American Association of Junior Colleges, Washington, D.C.
Report No-AAJC-Community Services Working Paper-2
Pub Date [69]
Note-14p.
EDRS Price MF-$0.25 HC-$0.80
Descriptors-*Community Service Programs, *Federal Aid, *Financial Support, *Foundation Programs, Grants, *Junior Colleges

To develop community service programs of genuine value, the junior college must have access to adequate funds. The usual sources are regular college funds; fees from enrollees; company, agency, or association sponsorship; and special funds. This paper deals mainly with the special sources--the local district, state board, federal grants, and foundations. In the search for financial support, the writer of the proposal must be able to specify the problem to be solved, the program proposed to deal with it, the expected results, the resources the college itself can provide, and the special qualities of the program that would interest the potential donor. He must also know the overall objectives of the funding source, the specific accomplishments it seeks, how the proposed program will meet these goals, and in what ways the program is preferable to others' proposals. For a project of local concern, the college's own district or state is the logical source of support. If the community service offered has wider application, funds are fairly readily available under several federal acts. For unique or experimental programs, the seeker of funds may approach any of several private foundations that are particularly interested in some aspect of education. The author gives suggestions on proposal writing and appends information on sources of federal money. (HH)

ED032052

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

American Association of Junior Colleges

COMMUNITY SERVICES WORKING PAPERS

Number 2: Program Funding And Proposal Writing

OBTAINING FINANCIAL SUPPORT FOR COMMUNITY SERVICES PROGRAMS

George Traicoff
Cuyahoga Community College
Cleveland, Ohio

INTRODUCTION

This second working paper of the community service project focuses upon the very real problem of financing our community-oriented programs. A recurrent theme in discussions of community programming is "how do we get the money?" and "if we had the money, we would show you the program!" Dr. Traicoff is not able to obtain funding for all of your programs. He does provide, however, an outline of the sources of funds and the steps necessary in obtaining funds for worthy projects. He describes the kind of funds available and procedures for obtaining them. His material on developing a proposal is comprehensive and constructive.

Our commitment to a program or to an institutional focus is reflected in our financing of that program. We have a responsibility to work toward making community programming a part of the regular college funding. Until that goal is achieved we must be creative and diligent in our efforts to obtain financing for community-oriented programs. The sources of financial support include all who may benefit from the results of our programs. If a program is truly in the community interest all community organizations and institutions should be enthusiastic in supporting it. If we think creatively about the benefits of our programs and the sources of financial assistance, properly prepared and documented proposals for assistance should find receptive funding sources. If we truly believe our responsibility is to our community and that our programs are responsive to community needs we should extend ourselves to the limit to obtain financial assistance for these programs.

J. Kenneth Cummiskey
Project Director

JC 690 313

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 28 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

OBTAINING FINANCIAL SUPPORT

FOR COMMUNITY SERVICES PROGRAMS

The educational needs of a community are as vast as the populace served by a college. There is no shortage of problems. What is needed is the vision to recognize and accept these challenges, the creativity to devise a vehicle that would generate realistic, concrete results, and the commitment to mobilize the least of these resources to make the service a successful reality. Certainly not the least of these resources is the financial support for conducting these community services programs. It is intended that this paper will assist not only in the identification of financial sources, but also in the establishment of a rationale and pattern for responsibly seeking financial assistance from these sources.

As community needs are identified and a format developed to meet these needs, whether it be a non-credit course, a seminar, or a long-range proposal, the determination of the appropriate means for covering the cost of this program needs to be established. However, it is not sufficient to merely know of the various means for financial support. Rather, it is much more important that the proper source be used in any given instance. Some of these sources are readily available while others need promotion and development. The four basic sources of funds are:

1. Regular college funds
2. Enrollee fees
3. Company, agency, or association sponsorship
4. Special funding

The first three of these sources are so well known that the major portion of this paper will deal with the special funding sources.

Regular College Funds

In those states and community colleges where established or permitted, the college's regular funds may be used for community services programs. Since the procedures used vary so greatly at these institutions, no attempt will be made to detail their operations. However, at colleges in the states where this is not the rule, it is vital that every effort be made to develop a sense of urgency on the part of college administrators, state boards of regents, state boards of education, and state legislatures to make such funds available in order that meaningful continuing programs of community services not be hamstrung by the necessity of being able to conduct only isolated community services classes and then only after monies for the programs have been found, program by program, course by course. If community services is, in fact, as equal and as significant a part of community college education as are university parallel and occupational-technical education, then it should have available to it the same sources and as proportionate an amount of funds as do the other divisions of an institution. The role of community colleges is too important, too vital, too urgent for it to be anything less than the very best that our creativity, our work, and our dedication can produce.

Enrollee Fees

In those instances where the community need can be met by the offering and publicizing of a continuing education non-credit class, the normal procedure is to determine the cost of offering the course, estimate its potential enrollment into total cost, and voilà! the registration fee. The course is then offered to the general public or to a special group and, with a little bit of luck, you are in business. All of us in community services have experienced both ends of the continuum with regard to what happens then. A "sure-fire hotdog" course that was offered only half-heartedly ends up to be our bread and butter. This type of offering is the most generally understood, most easily administered, and most often found as community service offerings. It is, however, unfortunately assumed by many institutions that if it offers a handful of non-credit classes that it has what could legitimately be called a community services program. This is not to play down the significance or importance of non-credit classes, since they are a vital part of any community services program. However, non-credit classes should be viewed as the base, the beginning, of a well-balanced coordinated program and not the end or totality of a community services program.

Company, Agency, or Association Sponsorship

A variation of the non-credit class offered to the general public in which individual fees are received from the enrollees is the program or course paid for by a sponsor for its employees or membership. This type of program has a great deal more potential than is presently being realized by most community colleges. The ability of a community college to meet the needs of businesses, industries, agencies, and associations needs to be "merchandized" somewhat differently from the non-credit offerings. The community services division should analyze the existing college resources in terms of personnel, facilities, offerings, and the resources available to it in the community for conducting such programs, prepare its "sales pitch" and then use every means at its disposal for informing this sector of its services, including personal contact, brochures, and talks before groups. No opportunity should be overlooked for informing them of the ways in which a community college can assist in updating technical skills, developing supervisory or managerial skills, and in many other ways meet the educational needs of their employees or membership.

Special Funding

When it has been determined that the type of financial support needed in order to carry out a community services program can be best accomplished as a funded project, the college should look to its four basic sources of grants:

1. Local district
2. State board of regents or board of education
3. Federal government
4. Foundations

Irrespective of which source the proposer is looking to for the funds, he must concern himself with two sets of questions. With regard to his division and institution, he must be able to honestly answer:

1. In as specific terms as possible, what is the problem or set of circumstances with which the proposal is concerned?
2. Specifically, what program or course of action is proposed to deal with the problem?
3. What results are to be realistically expected if the proposal is approved?
4. What resources, experience, and personnel does the college or division have which would be brought to bear on the project?
5. Since the funds available from all sources are limited and the pressures on these funds is heavy, what is so special, so unique, or so promising about his institution or his project that it should receive these funds in preference to all of the other proposers?

With regard to the funding sources, the proposer must understand and be able to answer the following:

1. What are the overall objectives of the funding source?
2. What specific accomplishments is the funder seeking?
3. How does the proposal fit into these objectives and desired accomplishments?
4. Why should the funder feel that his desired objectives and accomplishments can be better realized through the proposer's division or institution than by any of the other options he has available?

SECURING PROJECT GRANTS

The preparation of a proposal is a very serious business and should not be taken on unless you and your institution intend to see it through to its completion. In many ways, the proposal should be approached with the same concern, the same seriousness, the same thoroughness of a well-done doctoral dissertation. It should fully explain the problem, thoroughly develop a rationale for the vehicle to be used for solving the problem, and logically explain why desired results can be realistically expected. The grant should be made because it is the best of the possible alternatives, and should not be made for any other reason. Under no circumstances should the proposal be prepared with the attitude..."As long as you are going to grant the money, and we are a nice bunch of guys, why not give it to us since we really need it." The granter of the project funds owes you nothing except the courtesy of listening to or reading your proposal. Unless the proposal is realistic and shows promise of producing worthwhile accomplishments, you have no right to expect its approval.

Local and State Resources

If what you are proposing is of local concern and of a parochial nature with limited implications for other than your own district, then the logical initial request for funds should be to the district board. Should the proposal have at least state implications, then every effort should be made to obtain funds from the state board of regents or the state board of education. In many states, these funds are almost non-existent, but the beginnings of a ray of hope for obtaining funds through the public services section of the state's educational budget are in the initial stages and will hopefully become brighter in the future.

Federal Resources

The entire area of Federal funding of projects is a relatively new phenomenon in higher education and even newer with community colleges. A basic problem with submitting proposals for Federal funding is determining which act and to whom the proposal should be submitted. After researching some of the college's files, I prepared a list of a dozen or so titles to acts which seem to have relevance to community services programs and is appended to this paper. The listing shows the act, the appropriate title to the act, the purpose for which funds are available, and whom to contact for more complete information. In order that you can keep up-to-date with Federal legislation, I strongly urge that you subscribe to a service such as The Guide to Federal Assistance for Education. In addition, you should obtain the publications, Federal Support for Adult Education, and Federal Funds and Services for the Arts. These sources are also shown on this listing. This list is not intended to be comprehensive and all-encompassing, but rather to act as a starting point showing some of the more logical acts presently in effect. I have intentionally not included such acts as the Vocational Educational Act or the Manpower Development and Training Act since the operation of these Acts varies greatly from state to state. If you are not presently using these funds, you should contact your State Board for Vocational Education to determine how you may participate. Since this listing is available, I will not repeat the information shown, but I wish to draw attention to three items, Title I of the Higher Education Act of 1965, Section 408 of Title IV of the Higher Education Act of 1965, and Title II of the Economic Opportunity Act of 1964.

Selected Acts

Title I of the Higher Education Act was established specifically to provide grants for community and continuing education programs to help solve a wide variety of community problems in rural, urban, and suburban areas.

Section 408 of Title IV of the Higher Education Act provides funds for projects to identify qualified students of exceptional financial need and encourage them to complete their education, to publicize existing forms of student financial aid, and to encourage secondary school or college drop-outs of demonstrated aptitude to re-enter educational programs.

The Scheuer Amendment to Title II of the Economic Opportunity Act of 1964, commonly referred to as New Careers, makes available grants and contracts for establishing projects to help prepare unemployed poor persons for permanent jobs at decent wages, establishing new and necessary community service jobs, and solving critical problems facing rural and urban areas with large numbers of low-income residents.

I point out these three since Cuyahoga Community College has, and is at present, conducting projects using funds from these sources. The results that have been obtained are very real, are definitely measurable, and in each instance the projects have been refunded for a second year by the granting agency.

Private Foundation Resources

The Foundation Directory defines a foundation as "... a non-governmental, non-profit organization having a principal fund of its own, managed by its own trustees or directors, and established to maintain or aid social, educational, charitable, religious, or other activities serving the common welfare." Approaching a foundation for funding presents unique opportunities and problems. The questions raised earlier with regard to funding sources are especially significant when dealing with foundations. In order that you might more systematically analyze the objectives and appropriateness of foundations, I strongly urge that you obtain a copy of The Foundation Directory which lists over 6,000 foundations in the United States, explains their purpose and activities, shows financial data for each, and lists the names of their officers and directors. They are shown alphabetically by state and then are indexed by fields of interest and by officers and governing board members. It would appear logical that a starting point would be to explore those foundations primarily concerned with education, especially those within your own state, to determine their applicability to your proposal. The publisher's name and address is also shown on the list.

PROPOSAL WRITING

Since no two projects are quite exactly alike, no two proposals are exactly alike. If you have ever discussed proposal writing with individuals involved in this activity, I am sure you have found that no two agree completely on the best way to prepare such a document and have accepted it. However, after numerous discussions and from personal experience, I would like to suggest that the following is a pattern which has potential for assisting you in the development of meaningful, fundable proposals.

1. Know your community. Become thoroughly familiar with the community affected by your proposal by accumulating and studying Bureau of Census figures, County Welfare Department figures, Board of Education enrollment statistics, and other pertinent population data. By becoming conversant with this type of information you will obtain the proper perspectives to understand the context in which your proposal is functioning and also be able to present the statistical background data which is almost always a part of any proposal.

2. Develop the basic idea. At this initial stage of writing, your proposal should be both general and specific. General in that you are discussing the environment in which the problem you wish to deal with is happening, and specific in that you have described the means whereby you wish to work on this problem, such as an out-reach counseling center, an on-campus basic education center, or a series of seminars for law enforcement supervisory personnel.

3. Identify your resources. Develop a section in your proposal in which you have clearly outlined the college's commitment, personnel, facilities, and equipment which will be brought to bear on the project. It is difficult for me to overstate the significance of this section since your document, if it is to become a federally funded project, will be sent to proposal readers throughout the country who, in all probability, will know nothing about your institution and its commitments to community services. You should be careful at this stage to clear internally within your institution those resources which you are committing to the proposal.

4. Determine appropriate funding source. At this point, make your initial contact with the funding source. Should this involve a legislative act, obtain the appropriate manuals, guidelines, and submission forms, and carefully study this material.

5. Develop proposal more fully. Based upon your initial meetings or analysis of the guidelines, your proposal should now start taking form according to the specifications which have been developed, including a tentative budget.

6. Discuss proposal with appropriate administrative units. Now that your proposal is taking more definite form, meetings with your appropriate college administrators are in order. If this is a Federal project, no further development should take place until your president is fully informed of the direction in which you are going since he alone can commit the college to such a project.

7. Consult with affected departments, institutions, or agencies. A project rarely takes place in a vacuum. Almost invariably it will affect or influence the functions or procedures of other college departments, other educational institutions in the community, or governmental or private agencies. You should determine who will be influenced or affected and hold meetings with them in order to obtain their recommendations for clarifying, improving, expanding, or reducing the scope of your proposal. The difference between success and failure will often hang on the cooperation or resistance you receive from these various units.

8. Discuss proposal with appropriate funding source official. Now that the proposal has become reasonably crystallized and fairly well-defined, it should be discussed at length with a funding source official to clarify its intent and potential for success. This is especially important when dealing with Federal funds. Ideally, this discussion should take place in person whenever possible. If this is not possible, then by telephone or by mail. As you will note on the list of Federal legislation, each act has an office to whom you should direct your inquiries and with whom you should hold your discussions. This will assist you to not only identify areas within the proposal which

need strengthening, but it will also greatly enhance the probability of the proposal being accepted.

9. Make recommended adjustments. As a result of the discussions, you should be prepared to make intelligent compromise, but you should not be so ready just to get the funding to change the basic idea if it results in an ineffective project that does not realistically help solve your community's educational problems. If you do permit yourself to become involved in such a project, you will find that the project is not satisfying, you will be less enthusiastic in carrying it through, you will have less-than-desired outcomes, and, as a result, you will receive less favorable consideration from the funding source in the future. If this proposal deals with the poverty area, the residents will become convinced you are insincere, their feelings of being exploited are increased, and they will, thus, have no confidence in you or your institution, destroying for your institution whatever potential it may have had for success in the future.

10. Submit proposal. You should carefully complete the submission forms, obtain the appropriate authorization signatures, with Federal legislation this normally means the president and district business officer, prepare the appropriate number of copies required including sufficient copies for internal distribution and several extras for your files, and then submit to the funding source.

11. Make further adjustments. After the proposal has been submitted and carefully analyzed by the funding source, it may become necessary for you to make further adjustments to the proposal or budget, or to furnish additional information which they feel is necessary.

12. Think positively. Think positively but be prepared for refusal. Your proposal may be refused simply because it was incomplete or unacceptable. However, many times a proposal cannot be funded because Congress does not appropriate sufficient funds or it cuts the funds which have been appropriated, or the appropriation takes place too late for you to be able to use the funds, or for many other reasons beyond your control. If your proposal is not approved, but you feel that it has a viable rationale and it can make a significant contribution toward solving community educational problems, go back to step 4, determining appropriate funding source, and start again.

An integral part of any proposal should be a means for measuring the outcomes of the project to determine if they are consistent with the stated desired objectives. The evaluative statistics should honestly reflect the shortcomings and failures of the project as well as highlight its successes and accomplishments. A carefully prepared evaluation with well-defined recommendations for improving or expanding the project can become your strongest resource for obtaining new or enlarged funding.

The pattern which I have outlined is obviously no snappy shortcut to sweet success in proposal approval. As stated earlier, proposal submission is an arduous and trying task and you should not enter into it unless you and your institution are willing to see it through to completion. There are many times that a proposal will take over a year from its conception to approval or disapproval. This means your institution should be willing to finance the research and development which is necessary in the process of proposal preparation. Normally, the minimum amount of time, as outlined in the pattern, is three to six months if you are starting on your own from the beginning. However, there are times when you are placed in the fortunate position of being approached by a funding source and are requested to submit a proposal. Such was the case for our second New Careers Project, currently under way. The actual proposal was prepared, signed by the president, and submitted to the funding source in four and one-half days. Two weeks later, a start-up grant was allowed, and six weeks later the entire project was approved and in operation. To me this indicates the necessity for a firm commitment on the part of a community college to its community services division and a willingness to act quickly and responsively when presented with this type of opportunity.

SUMMARY

The approval of a proposal should be considered merely the beginning and the means for accomplishing an end, and not the end in and of itself. The acceptance of the responsibility for carrying out a project should always carry with it the willingness of the institution to extend itself far beyond what is typically and traditionally done at that college. The full resources of the institution should be made available and brought to bear on the funding sources to continue and expand their support of that college's programs. A basic philosophy which I have attempted to permeate through the Community Services Division and the College with regard to proposals and projects is that we promise more than anyone else does and then we deliver more than we promised. I SINCERELY BELIEVE THAT THIS IS THE ONLY VIABLE, ACCEPTABLE PHILOSOPHY THAT AN INSTITUTION CAN HAVE IF IT GENUINELY SEEKS TO SOLVE COMMUNITY EDUCATIONAL PROBLEMS AND WISHES SPECIAL FINANCIAL SUPPORT FOR THESE PROGRAMS.

APPENDIX

Selected Federal Legislation

Applicable to Community Services Programs

Act: Higher Education Act of 1965, as amended
Title: Public Law 89-329 Title I
Purpose: Grants to establish community services and continuing education programs to help solve a wide variety of community problems in rural, urban, and suburban areas, including problems of housing, government, recreation, employment, youth opportunities, transportation, health, poverty, and land use.
Community services may include:

Educational research program - experimental activity or demonstration, using the resources of post-secondary institutions to identify and develop new, expanding or improved approaches to the solution of community problems.

Extension and continuing education - extension and continuance of teaching and research resources in institutions to meet the unique educational needs of the adult population who have either completed or interrupted their formal training through instructional methods of formal classes, lectures, demonstrations, counseling, correspondence, radio, television, and other innovative programs of instruction and study.

Contact: State-designated agency or State education agency - your state capital.

Division of Adult Education Programs
Bureau of Adult, Vocational, and Library Programs
U. S. Office of Education
Washington, D. C. 20202

Act: The Higher Education Act of 1965, as amended
Title: Public Law 89-329 Title IV, Part A, Section 408
Purpose: Funds can be used for projects to:

- Identify qualified students of exceptional financial need and encourage them to complete secondary school and continue with post-secondary education.
- Publicize existing forms of student financial aid.
- Encourage secondary-school or college dropouts of demonstrated aptitude to re-enter educational programs.

Funds cannot be used for projects which are:

- Designed solely for expanded staffing to supplement normal activities provided by admissions and financial aid offices.
- Designed for independent study to be undertaken by a faculty or professional staff member.
- Designed exclusively as a basic research project.
- More appropriately supported under other legislation (e.g. counseling and guidance institutes).

Summer remedial projects for secondary or post-secondary students. Designed solely to fund recruitment activities required of participating institutions in the Educational Opportunity Grants program.

Contact:
Bureau of Higher Education
U. S. Office of Education
Washington, D. C. 20202
Attn: CEFUET, Division of Student Financial Aid

Act: Economic Opportunity Act of 1964, as amended
Title: Public Law 88-452 Title I, Part D Title II, Part A, Sections 205 (d) and (e)
Purpose: Grants and contracts are available for Community Action Agencies and public and private organizations to establish New Careers, Operation Mainstream, and Special Impact projects. The work-training and experience projects help to prepare unemployed poor persons for permanent jobs at decent wages, establish new and necessary community service jobs, and solve critical problems facing rural and urban areas with large numbers of low-income residents.
Contact: Local Concentrated Employment Program Center
State employment service - your State capital
Bureau of Work-Training Programs
Manpower Administration
U. S. Department of Labor
Washington, D. C. 20210

Act: Economic Opportunity Act of 1964, as amended
Title: Public Law 88-452 Title II, Part A
Purpose: Summer residential and academic year follow-up programs are supported to prepare disadvantaged secondary school students to enter college.
Contact
Educational Associates, Incorporated
1717 Massachusetts Avenue, N. W.
Washington, D. C. 20036

Director, Upward Bound, Community Action Program
Office of Economic Opportunity
Washington, D. C. 20506

Act: Economic Opportunity Act of 1964, as amended by P.L. 90-222, Section 232
Title: Public Law 88-452 Title II, Part A, Section 207
Purpose: Funds can be used for research in the following general categories:
Furnishing of descriptive data to the Office of Economic Opportunity for planning.
Development of understanding of the causes and patterns of poverty including the attitudes and motivations of the poor.
Creation of new or improved concepts of the ways in which poverty can be attacked, including the development of new or modified action programs.
Analysis of organization for Community Action including better definition of the roles of the impoverished.
Evaluation of the success of various programs (including the development of measures of success).

Contact: Research and Demonstration Division
Community Action Program, Office of Economic Opportunity
Washington, D. C. 20506

Act: Economic Opportunity Act of 1964, as amended by P.L. 90-222, Section 232
Title: Public Law 88-452 Title II, Part A, Section 207
Purpose: Awards are made for pilot or demonstration projects to test and develop new approaches to solving the problems created by poverty.
Contact: Research and Demonstration Division
Community Action Program, Office of Economic Opportunity
Washington, D. C. 20506

Act: Economic Opportunity Amendments of 1967
Title: Public Law 90-222
Purpose: Grants are made to eligible organizations to assist Community Action Agencies in planning programs commensurate with their resources, needs, and objectives.
Contact: Community Action Agency in your area
Planning and Systems Division
Community Action Program
Office of Economic Opportunity
Washington, D. C. 20506

Act: Adult Education Act of 1966, as amended
Title: Public Law 89-750 Title III, Section 309
Purpose: Grants are awarded for special experimental demonstration projects involving innovative methods, systems, materials, or programs of national significance, and coordinated with other programs designed to assist adults who have basic educational deficiencies. Many of the projects already funded deal with a specific sector of the population, such as urban Negroes or migrant Mexican Americans.
Contact: State education agency - your state capital
Division of Adult Education Programs
Bureau of Adult, Vocational, and Library Programs
U. S. Office of Education
Washington, D. C. 20202

Act: Elementary and Secondary Education Act of 1965, as amended
Title: Public Law 89-10 Title III
Purpose: Grants are made for supplementary education centers and services, to provide vitally needed elementary and secondary services to local education agencies for preschool, elementary, secondary, and adult groups; and to assist in providing innovative elementary and secondary school programs to serve as models for regular school programs.
Contact: State education agency - your State capital
Division of Plans and Supplementary Centers
Bureau of Elementary and Secondary Education
U. S. Office of Education
Washington, D. C. 20202

Act: Law Enforcement Assistance Act of 1965
Title: Public Law 89-197
Purpose: Funds can be used for grants to State correctional systems, or to colleges and universities which have been approved and selected by State correctional systems, for developing and improving in-service training for State correctional staff. Special emphasis will be placed on those who come in direct contact with offenders, such as probation and parole officers, shop instructors and work supervisors, as well as middle management personnel.
Contact: State Department of Corrections - your State Capital
Direction, Office of Law Enforcement Assistance
U. S. Department of Justice
Washington, D. C. 20537

Act: The Law Enforcement Assistance Act of 1965
Title: Public Law 89-197
Purpose: Funds can be used to develop, assist, and strengthen programs aimed at the improvement of law enforcement, the administration of criminal laws, the correction of offenders and the prevention and control of crime at the State and local level.
Contact: Any law enforcement agency endorsed by governor
Office of Law Enforcement Assistance
U. S. Department of Justice
Washington, D. C. 20537

Act: Highway Safety Act of 1966
Title: Public Law 89-564
Purpose: Grants and fellowships to develop State highway safety programs for reducing traffic accidents; and for reducing deaths, injuries, and property damage caused by traffic accidents. Programs are designed to train and educate highway safety personnel and for research in highway safety.
Contact: National Highway Safety Bureau
U. S. Department of Transportation
6th and D Streets, S. W.
Washington, D. C. 20501

Act: Small Business Act, as amended
Title: Public Law 85-536, Section 8 (b) (1)
Purpose: Courses, which are generally evening classes for 8 to 10 weeks, are co-sponsored by the Small Business Administration to deal with the planning, organizing, directing, coordinating, and control of small businesses - as distinguished by day-today operating activities. The sponsoring institution or group assumes the academic and financial responsibility for the courses; the businessmen participants pay tuition fees to cover the costs. The Small Business Administration provides professional assistance and advice in the course program, including kits of teaching materials, bibliographies for the course leaders, and publications for students
Contact: Appropriate Field Office of the Small Business Administration

Act: The National Foundation on the Arts and the Humanities Act of 1965
Title: Public Law 89-209
Purpose: Grants-in-aid for providing or supporting projects in the arts in the United States.
Contact: National Endowment for the Arts
1800 G Street, N. W.
Washington, D. C. 20506

Act: Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, as amended by P. L. 89-105, P.L. 90-170, P. L. 90-247
Title: Public Law 88-164 Title III, Sec. 302
Purpose: Grants are awarded to support demonstrations in the education, physical education, and recreation of the handicapped (primarily children and youth). For this program, "the handicapped" are those who are mentally retarded, hearing-impaired, speech-impaired, visually handicapped, seriously emotionally disturbed, crippled, or otherwise health-impaired and requiring special education.
Contact: Research Laboratories and Demonstration Branch
Division of Research
Bureau of Education for the Handicapped
U. S. Office of Education
Washington, D. C. 20202

Act: Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, as amended by P.L. 89-105, P.L. 90-170, P.L. 90-247
Title: Public Law 88-164 Title III, Sec. 302
Purpose: Grants are awarded to support research in the education, physical education, and recreation of the handicapped (primarily children and youth). For this program, "the handicapped" are those who are mentally retarded, hearing-impaired, speech-impaired, visually handicapped, seriously emotionally disturbed, crippled, or otherwise health-impaired and requiring special education.
Contact: Projects and Program Research Branch
Division of Research
Bureau of Education for the Handicapped
U. S. Office of Education
Washington, D. C. 20202

The Guide to Federal Assistance for Education
Appleton-Century
1735 De Sales Street, N. W.
Washington, D. C. 20036

Federal Support for Adult Education
Adult Education Association
1225 19th Street, N. W.
Washington, D. C. 20036

Federal Funds and Services for the Arts (Catalog No. FS 5.250:50050)
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

The Foundation Directory
Russell Sage Foundation
230 Park Avenue
New York, New York 10017